



Developing an Entrepreneurship Curriculum for Child Laborers at Schools

Farnoush Kavehpisheh¹, Kourosh Fathi Vajargah², Mahboobeh Arefi³, Mohammad Hassan Mubarak⁴

ARTICLE INFO

Article history:

Received:

10/12/2021

Accepted:

12/06/2022

Available

online:

Spring 2022

Keyword:

labor child,
lived
experiences,
curriculum,
entrepreneurship

Abstract

The purpose of this study was to develop a model of entrepreneurship curriculum at schools for child laborers. We used qualitative research method with grounded theory approach. Data were collected through 20 semi-structured interviews with professors selected by purposive sampling. Data were analyzed in three stages. A model including five dimensions, 12 main categories and 28 sub-categories was developed and validated by member check. Categories are as follows: Causal conditions (knowledge-based economy, entrepreneurial society, changing job nature, quick job access, dynamic job view, knowledge sharing, skills degradability). Underlying conditions (networking, intertwined intellectual capital, intertwined knowledge, integration). Interfering factors (acceptance of entrepreneurship, conspiracy theories, inappropriate political interference, crooked view towards entrepreneurship, prejudice against entrepreneurship of child laborers). Strategies (dynamic education, interdisciplinary education, school education, thematic education, one-dimensional education). Consequences (promotion of entrepreneurial thinking and attitude, conceptualization of entrepreneurship, productive thinking, multidimensional thinking, participation of child laborers, reduction of poverty, reduction of delinquency of child laborers). A comprehensive curriculum that covers all aspects of the field, environment, technology and information related to child laborers was identified as the central theme.

Kavehpisheh, F., Fathi Vajargah, K., Arefi, M., & Mobaraki, M.H. (2022). Developing an Entrepreneurship Curriculum for Child Laborers at Schools, *Journal of School Administration*. 10 (1), 100_120

1. Ph.D. Candidate of Curriculum Studies, Faculty of Psychology and Educational Sciences, Shahid Beheshti University, Tehran, Iran.

2. Professor of Curriculum Studies, Faculty of Psychology and Educational Sciences, Shahid Beheshti University, Tehran, Iran.

*Corresponding Author:

Email: k-fathi@cc.sbu.ac.ir

3. Associate Professor, PhD in Curriculum Planning, Faculty of Psychology and Educational Sciences, Shahid Beheshti University, Tehran, Iran.

4. Associate Professor, Ph.D in Behavioral Management, Teacher Education, Faculty of Entrepreneurship, University of Tehran, Tehran, Iran.

Introduction

In the age of globalization, developing countries are the destination of new investments, which urges millions of people to migrate to urban areas without anticipating new jobs. As a result, child labor has reached unprecedented levels in these countries (Bagchi, 2010). According to the International Labor Organization, there are six million child laborers in the Middle East and North Africa. According to the 2016 population census in Iran, there are about 765,000 child laborers aged 10 to 19 in cities and villages of Iran (Statistics Center of Iran, 2016). Many solutions have been proposed to deal with the vulnerability of child laborers, but lack of access to education, lack of suitable jobs and the necessary mechanisms to discover the talent of these children make them vulnerable and wastes their energy. The extent to which children participate in the labor force is highly variable. Poverty, deprivation, labor mobility, discrimination, lack of social support and educational opportunities all affect the consequences of child labor. According to studies, economic growth, adherence to labor standards, universal education, and social support, along with a better understanding of the needs and rights of the child, significantly reduce child labor (WTO, 2017). Education is essential to combat child labor. The International Child Labor Program is at the forefront of using education to combat various forms of child labor and child-labor rehabilitation, and non-formal education plays an important role in this regard. Vocational training provides the skills needed for profitable employment that will lead to national and local development (Social Injury Office, 2018). The educational status of child laborers shows that 58.2% of them are forced to drop out of school for earning a living. Their large families maximizes the costs of education (Kargozar, 2012). Some of these children do not go to school at all, and some enter the labor market before the end of primary school. Some of these children also combine work and education and

pursue both goals (Hosseini, 2005). Child laborers need educational resources that are specific to them. One of the most important educational problems of child laborers is the lack of appropriate content with their needs and characteristics (Kargozar, 2012).

With the entry of the country into the population window, appropriate macro policies, business environment infrastructure, labor market regulations, small business development and strengthening privatization can open the way for entrepreneurship, job creation and development of the country (Statistics Research Institute, 2016). The study of Iran's population pyramid indicates an unbalanced situation in employment opportunities. The large youth population is both an opportunity and a threat. Careful planning and long-term policies can lead to youth employment and economic development, and ignoring this ready-to-work population will increase unemployment and social ills.

Entrepreneurship is a phenomenon for effective changes in societies. Economic, social and educational developments along with competition and innovation are among the factors leading to entrepreneurship. Increasing global changes, rising unemployment and global development challenges have made entrepreneurship education a priority in education systems (Fazalifar, 2017). Effective implementation of entrepreneurship requires more than government policies to enable teachers and leaders to implement the content and pedagogy required for successful and innovative programs in schools. Hardie et al. (2021) reported the characteristics of teachers and school leaders who intentionally implemented entrepreneurship education. They found six enablers which support effective implementation of entrepreneurship education: consensus among teachers on methods, support from leadership, an entrepreneurial school culture, prioritization, professional development, and teacher networking. Implications of the review included the need for research into how to support

leaders to seek professional development in entrepreneurship education and strategies to implement the approach (Hardie et al. 2021).

One of the most important discourses in entrepreneurship education is the development of a standard curriculum, especially quality educational content. Today, about two-thirds of European countries recognize the need for entrepreneurship education and have included it in the preschool and elementary school curricula (Hatak and Reiner, 2011; and Ruscovaara 2015). Among the countries that have taken effective actions in this regard are Luxembourg (2012), Ireland (2012), Cyprus (2012), Spain (2011), Sweden (2012), Iceland (2012), Poland (2012), Bulgaria (2012), Austria (2004), Romania (2008), Malta (2011) and Latvia (2010). These actions were in line with the European Commission's program for 2020 to develop entrepreneurship education, with the aim of increasing creativity and innovation at all levels of education. According to Bourgeois (2012), in the future, fostering creativity and entrepreneurship will replace educational systems. The necessity of entrepreneurship education in high school lies in the fact that students need to choose a profession, and such training will directly affect their choice of job (Abdollahi and Rostami, 2016). According to research, entrepreneurial attitude will lead to mental orientation towards self-employment, entrepreneurship and participation in value-creating activities (Burger and Mahadea, 2005; Pihie and Bagheri, 2010; Lindsay et al., 2007; and Axelsson et al., 2015).

Organizing child labor in recent years has attracted the attention of organizations active in the social field (Soleimani and Hajiani, 2013). According to research, child labor needs include life skills (saying no, self-confidence, self-esteem, social interaction, anger management), spiritual education, an appropriate job, exercise, awareness of the dangers of drug addiction, literacy, health education and healthy eating, awareness of puberty and the harms of unhealthy sex (Kargozar, 2012). This group of children generally engages in false

economic activities in order to gain the approval of criminal gangs. child laborers are often engaged in unprofitable and non-productive jobs (Ebadi, 2009). Therefore, it is necessary to train these children in the right professions so that they can support themselves and their family members through a suitable job. It seems that the preferred choice for these children is to be self-employed and start their own job at home, and that the best option to achieve this goal is entrepreneurship training.

Entrepreneurship education is a set of activities that aim to empower people, develop their knowledge, skills, values and understanding for entrepreneurship. Jones and English (2004) see entrepreneurship education as the process of nurturing people with the ability to identify business opportunities, insights, self-esteem, knowledge, and skills that include guidelines for identifying opportunities, commercializing a project, sourcing, and starting a business. According to Mitra and Matlay (2002), entrepreneurship education is the provision of a set of educational materials including entrepreneurial knowledge, skills and attitudes to individuals, to identify opportunities despite the risk, and to start a business with insight and confidence, by presenting ideas and determining resources (Mohammad Kazemi et al., 2016). Lindner believes that all entrepreneurs of the future are at school today, the nature of their value-oriented education and their willingness to actively participate in business and society in the future is shaped by today's learning. According to Lindner (2019), entrepreneurship education in schools involves a variety of factors: the learning program, the learning environment, the teachers with their passion, encouragement and appreciation of learners and the value orientation of the organization, which ranges from corporation culture to networking with external school partners (Lindner, 2019). Of course, entrepreneurship education has its own challenges. A school which emphasizes the importance of entrepreneurial didactics will face a number of challenges in terms of developing students' creative and innovative

attitudes, knowledge and skills. Pedagogical entrepreneurship, together with project-based learning, problem-based learning and investigative learning, is an approach to teaching and learning, which can help accommodate the requirements of a highly developed knowledge society with a general regard to the ability to change, and with a particular regard to the development of creative knowledge, attitudes and skills (Jenssen et al., 2019). Bisanz et al. provide an overview of challenge-based social entrepreneurship education in primary schools in Austria: The “YouthStart” Program for “Empowering Each Child”. Research accompanying the program shows that small challenges strengthen particularly the following skills of students: self-confidence and self-initiative, innovation, creativity, mindfulness, empathy, self-motivation and participation in society. This program aims to inform young people of the fact that a change of people’s mindsets is needed worldwide to educate responsibly acting individuals who have both their personal benefits in mind and the needs of future generations (Bisanz et al., 2019). On the other hand, paradoxes reduce the acceptance of entrepreneurship education by teachers. Paradoxes appear to arise from teachers’ misunderstandings, high personal standards of pedagogy and an unwillingness to change their routines. In schools, principals still regard entrepreneurship education as a newcomer that is easily abandoned should any difficulties emerge. According to Sommarström et al., principals show unwillingness to take responsibility for managing entrepreneurship education or to establish relationships with companies (Sommarström et al., 2020). In any case entrepreneurship and education, hand in hand, play a very important role (Becker et al., 2015).

Therefore, it is necessary for child laborers to learn the issues that should be taught through family, educational system and other institutions. Most of the world's leading entrepreneurs have not been well off; therefore, unfavorable living conditions for child laborers can also be a

motivation for entrepreneurship. Given the above, the present study seeks to develop a new model in the curriculum. Given that the international community is moving towards education and development of educational programs based on the needs of these children, the present study seeks to answer the following questions:

- What are the features of the entrepreneurship curriculum for child laborers?
- What are the causal factors involved in the entrepreneurship curriculum for child laborers?
- What are the underlying factors involved in the entrepreneurship curriculum for child laborers?
- What are the interferences involved in the entrepreneurship curriculum for child laborers?
- What are the strategies used in the entrepreneurship curriculum for child laborers?
- What are the consequences of the entrepreneurship curriculum for child laborers?

Methodology

We used the grounded theory in the present study. To answer the research questions, semi-structured interviews were conducted with the research sample who had valuable lived experiences related to the research topic. Data collection continued until the 20th interview when theoretical saturation was reached. The participants consisted of experts in the field of entrepreneurship with numerous studies in entrepreneurship education who could provide valuable information to the researcher. The participants were selected purposively through snowball sampling. Six professors in the relevant field validated, modified and approved the interview questions. The interviews were audio-recorded and transcribed verbatim by the researcher. Member check was used to confirm the validity of the transcripts, such that they were sent to the participants to confirm the accuracy of their content and to correct them if necessary. Strauss and Corbin’s approach (2011) was used to analyze the data, which includes three main stages of open, axial and selective coding (Strauss and Corbin, 2011). Hence, 12 categories and 28 subcategories were extracted, registered and

presented. Some curriculum studies PhD students examined the findings of the coding and analysis of the transcripts and confirmed their validity. Finally, the qualitative model of the research was developed. Member validation method was used to validate the obtained model.

Findings

After open coding, axial coding was performed and revealed the research findings in the form of dimensions of the axial coding model.

Concepts and categories of the interviews are presented in Table 1.

Table 1: Main and subcategories extracted in the open and axial coding process

Axial coding	Open coding	Subcategories, concepts and features
Type of categories	Main categories	
Causal conditions	1. Requirements	1-1. Knowledge-based economy 1-2. Entrepreneurial community 1-3. Changing the nature of the job 1-4. Quick job access
	2. The nature of the job	2-1. Having a dynamic view towards work 2-2. Sharing entrepreneurial knowledge 2-3. Deterioration of skills
Axial category	3. Entrepreneurship-based curriculum	A comprehensive curriculum that encompasses all contextual, environmental, technical, and informational aspects of child laborers.
Underlying factors	4. Unique circumstances and background of labor child	4-1. Networking in Entrepreneurship 4-2. Entrepreneurial intellectual capital 4-3. Intertwined knowledge 4-4. Synergy
Interfering factors	5. Policy making	5-1. Acceptance of entrepreneurship for child laborers 5-2. Conspiracy theories about child laborers
	6. Ideology	6-1. Misuse of politics in child labor entrepreneurship 6-2. A crooked view towards entrepreneurship for child laborers 6-3. Bias towards the phenomenon of entrepreneurship and child laborers
Strategies	7. Acceptance	7-1. Developing dynamic training methods in entrepreneurship 7-2. Developing interdisciplinary educational programs 7-3. School education
	8. Rejection	8-1. Thematic training 8-2. One-dimensional training
Consequences	9. Scientific	9-1. Promoting entrepreneurial thinking and attitude in child laborers 9-2. Conceptualizing the entrepreneurial phenomenon for child laborers
	10. Economic	Increasing productive thinking in society
	11. Social	Development of multidimensional thinking
	12. Cultural	12-1. Growing labor child participation in society 12-2. Reducing the volume of children's intellectual poverty 12-3. Reducing child-related crimes

Causal conditions

Knowledge-based economy: In the present age, knowledge-based economy emphasizes entrepreneurship in general and child laborers in particular. One of the participant's stated:

The conditions of society have changed such that we have moved away from the traditional economy towards knowledge-based economy. Well, in such a situation, sensitive groups like child laborers need skills and knowledge to survive in such an economic system, and I think one way is to equip these children with entrepreneurial skills (Participant 20).

Entrepreneurial society: Today, entrepreneurship is present in all parts of society and cannot be ignored in relation to child labor. One of the participants said:

When a society whether small or large is tied to entrepreneurship, it cannot neglect equipping a group like child laborers with entrepreneurial skills. Child laborers need entrepreneurial skills to survive in the entrepreneurial society (Participant 19).

Changing the nature of jobs: The nature of jobs in society has undergone tremendous changes in the 21st century, and this has doubled the need for entrepreneurship. One of the participants stated:

I want to give you an example. Consider the simplest job; for example, having a supermarket. Well, can you act like 30 years ago to have a successful supermarket? Absolutely not, the conditions of the society and the nature of jobs have changed and you have to pay attention to the needs of the society or you will be eliminated from the economy. So in my opinion, one of the ways to update in accordance with these changes can be entrepreneurship training (Participant 15).

Quick job access: Paying attention to entrepreneurship provides quick job access. One of the participants said:

In this century, we have no choice but to provide quick access to a suitable job for child laborers who

need a job because of their conditions. But what is the solution? How can this be done in the shortest time? The easiest and most immediate way is to teach entrepreneurial skills to child laborers (Participant 12).

Having a dynamic view towards work: The dynamism of jobs in the present age has doubled the need to pay attention to the phenomenon of entrepreneurship for child laborers; as one participant stated:

The main components of a job are evolving each and every second. If we cannot find a way to manage this situation, we are doomed to failure. Entrepreneurship for child laborers seems to be effective in this area (Participant 3).

Sharing entrepreneurial knowledge: Sharing knowledge is a prerequisite for effective application of entrepreneurship for child laborers. Without sharing knowledge, it will be futile to expect the theoretical and practical aspects of entrepreneurship to be applied. According to one of the participants:

If we are looking to improve the conditions of child laborers, the best way is to share entrepreneurial knowledge. When entrepreneurial knowledge is shared, it is certainly possible for these children to improve their careers in the short- and long-term (Participant 16).

Deterioration of skills: The present age can be called the age of half-burnt skills, and this requires specialized skills management. One of the participants stated:

When we are aware that skills do not last long, teaching certain fixed skills to child laborers will no longer be helpful. We need to be able to create a mindset in the child that keeps the skills up to date, and I think the solution is entrepreneurship education (Participant 19).

Underlying factors

Networking in entrepreneurship: Networking is a specialized and vital issue in entrepreneurship

education for child laborers. One of the participants stated:

In order to be able to provide good entrepreneurship education to child laborers, an essential element is networking because it facilitates transferring training in groups (Participant 10).

Entrepreneurial intellectual capitals are intertwined: Entrepreneurship education comprises elements that are intertwined, and this intertwining requires considerable attention. As one of the participant's stated:

Child laborer with child laborer, child laborer with teacher, teacher with child laborer, society with child laborer, are all intertwined like a coil, even their thoughts are connected. Therefore, in teaching entrepreneurship to child laborers, paying attention to this issue is inevitable (Participant 20).

Intertwined knowledge: Entrepreneurial knowledge is strongly intertwined with other sciences; therefore, it is necessary to pay attention to the multidimensionality of this field. One of the participants stated:

Entrepreneurship is a phenomenon related to all fields and disciplines. In other words, it is a multidimensional and interdisciplinary phenomenon. If this feature of entrepreneurship education for child laborers is neglected, we cannot have a good education for these children (Participant 6).

Synergy: In entrepreneurship education for child laborers, synergy facilitates their growth as much as possible. One of the participants said:

I think this dimension has been neglected a lot. If we want child laborers to reach ideal conditions in entrepreneurship, we must first recognize the synergy that can be created through entrepreneurship and secondly conceptualize it (Participant 4).

Interfering factors

Acceptance of entrepreneurship for child laborers: Acceptance of entrepreneurship for child laborers plays a very important role in the growth

and development of this field. One of the participants stated:

How to approach entrepreneurship for child laborers and having a receptive attitude towards it leads to its promotion for child laborers (Participant 1).

Conspiracy theories about entrepreneurship for child laborers: Some policies and programs in the field of entrepreneurship education for child laborers are associated with skepticism and even pessimism. One of the participants stated:

Many people like to come up with conspiracy theories for any new issues, as if these people have problems with new issues. The same is true of entrepreneurship for child laborers, and unfortunately there is a lot of sabotage in this area (participant 6).

Wrong political interference in the entrepreneurship for child laborers: Entrepreneurship is an economic rather than a political issue, but occasionally political interference lead to confusions in the field of entrepreneurship for child laborers. One of the participants said:

When you want to engage politics in an unrelated issue, it undoubtedly leads to disorder. For example, in the case of entrepreneurship for child laborers, if you want to talk about it, some people want to make a political impression or relate themselves to this issue, and this is what fails us in this case (Participant 2).

Negative attitude towards the phenomenon of entrepreneurship for child laborers: An inappropriate attitude towards entrepreneurship for child laborers is one of the things that strongly affect it; as one participant stated:

Entrepreneurship for child laborers requires a dynamic and up-to-date vision, and this requires familiarity with modern science and technology in this field. But many people want to show that this phenomenon is harmful; unfortunately, they do not have an appropriate attitude towards entrepreneurship for child laborers (Participant 7).

Bias towards the phenomenon of entrepreneurship for child laborers: Bias in any form causes destruction, and the same is true for entrepreneurship education for child laborers. One of the participants stated:

Every time we talk about entrepreneurship in a group, especially for child laborers, some people consider themselves righteous with superior knowledge and say that in this field, some knowledge or skill should be transferred to the child laborer as if they knew everything, I think this view is completely destructive and harmful (Participant 17).

Developing Dynamic Teaching Methods in Entrepreneurship: Teaching entrepreneurship to child laborers requires a new perspective and a new approach, especially in adopting teaching methods. According to one of the participants in this regard:

We have to admit that entrepreneurship education for a specific group, such as child laborers, cannot be done in the traditional way. If we deal with this, we will undoubtedly pursue methods that are dynamic and encompass all dimensions (Participant 10).

Development of interdisciplinary curricula: A society that has accepted entrepreneurship education for child laborers avoids an isolated approach to education. One of the participants stated:

When it is agreed at the micro and macro levels that entrepreneurship education is necessary for child laborers, policymakers and practitioners in the field also move away from the existing unipolar approach and move towards multidisciplinary [education] (Participant 13).

School education: One of the signs of rejection of entrepreneurship for child laborers is relying solely on school education. One of the participants stated:

Wherever you see entrepreneurship education for child laborers is limited to school, rest assured that the concept and meaning of entrepreneurship

education is not fully understood at all (Participant 14).

Subject-based education: Subject-based education in entrepreneurship for child laborers arises from one-sided thinking. One of the participants stated:

Entrepreneurship education for child laborers cannot be included in a specific subject or curriculum. In my opinion, this is not compatible with the spirit and nature of entrepreneurship education (Participant 18).

One-dimensional education: One-dimensional education is also the result of avoiding a holistic approach to entrepreneurship for child laborers. According to one of the participants:

When the planner has a one-dimensional mindset, the result is nothing more than the design and implementation of one-sided programs in entrepreneurship education for child laborers (Participant 17).

Consequences

Promoting entrepreneurial thinking and attitude in child laborers: Addressing the concept of entrepreneurship for child laborers undoubtedly promotes entrepreneurial attitude in these children. One of the participants stated:

If this idea [entrepreneurship for child laborers] is well formulated and implemented, we will witness a dramatic revolution in the mentality of these children towards work and entrepreneurship (Participant 8).

Conceptualizing the phenomenon of entrepreneurship for child laborers: The pursuit of entrepreneurship for children will undoubtedly be associated with the growth and development of this phenomenon in near future. According to one of the participants in this regard:

If we can focus well on this issue, we will see that in the future, many theories will be presented for the development of this phenomenon (Participant 9).

Increasing productive thinking in society: One of the important results of fostering entrepreneurship in children is the development of production-based thinking. One of the participants said:

It can be said that entrepreneurship is tied to production. When you can create an entrepreneurial attitude in a child laborer or any other child, you are in fact promoting productive thinking in the community (Participant 20).

Development of multidimensional thinking: Development of multidimensional thinking in child laborers is another fruit of entrepreneurship education for them. According to one of the participants:

The nature of entrepreneurship education is such that you must work in a multifaceted way and in different fields, and this develops multilateralism and multidimensional thinking in child laborers (Participant 18).

Developing the spirit of child laborers' participation in society: Increasing the level of child laborers' engagement in society is one of the results of equipping them with entrepreneurial skills and attitude. One of the participants said:

Child laborers leave isolation when they are equipped with the entrepreneurial attitude, mentality and skills, and their motivation to participate in various social affairs, including their job, increases (Participant 13).

Reducing the intellectual poverty of child laborers: Reducing the intellectual poverty of children, especially in the field of work, is one of the benefits of educating child laborers entrepreneurship. One of the participants said:

Child laborers have a working-class mentality due to conflicts in family livelihoods and wage jobs, so when we can introduce them to the entrepreneurial mindset, their attitude towards the form of work changes and their intellectual poverty in the field of work and occupation is reduced (Participant 2).

Reducing child-related crimes: Reducing child-related crimes is another consequence of entrepreneurship education for this group of children. In this regard, one of the participant's stated:

Child laborers, depending on their circumstances, are usually involved in various crimes, unfortunately. Entrepreneurship education, by increasing their level and economic power, significantly reduces the involvement of these children in various crimes (Participant 11).

Based on the research findings, the conceptual model presented in Figure-1 shows the relationships among the main categories resulting from the qualitative analysis process.

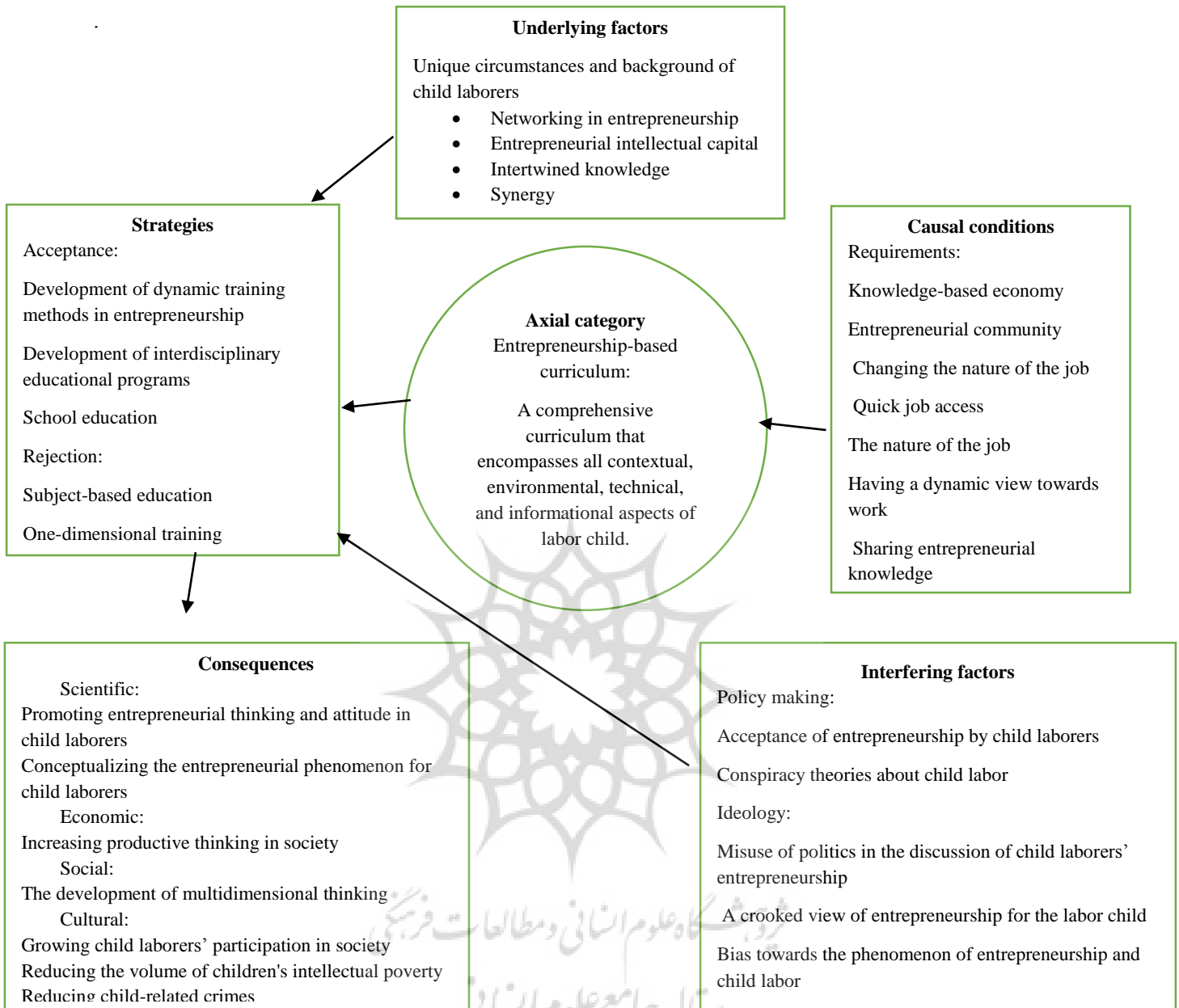


Figure 1: Curriculum model of entrepreneurship education for child laborers based on grounded theory

The research findings, the interpretation of the content of the presented model, analysis of the interview transcripts, as well as the written sources and theoretical foundations of the research, led to the following framework for the entrepreneurship education curriculum for child laborers:

1-Objective: The first element in a curriculum is its objective. As we all know, objective helps students learn, and helps teachers with their learning objectives, criteria for selecting courses,

content, teaching methods, tests, and assessment tools. In fact, all parts of the curriculum are tools to achieve the objective of the program. Therefore, learning objectives should be first set to examine the curriculum regularly and consciously. Educational goals are final results of education, which means the abilities acquired by learners in different dimensions of knowledge, skills and attitudes. Objectives can be the gold standard for

measuring the individual performance of teachers and learners. Educational planning and the content of educational programs can also be formulated according to the predetermined goals. When the content is determined, education officials know they have considered all the important issues and

goals mentioned in the planning (Mehr Mohammadi et al., 2010). Accordingly, the objectives of the entrepreneurship education curriculum for child laborers are presented in Table-2:

Table 2 - Objectives of the entrepreneurship education curriculum for child laborers

Categories of Objectives	Subcategories
1- Knowledge	1-1. Discovering and analyzing concepts related to entrepreneurship 1-2. Improving the ability of entrepreneurial thinking 1-3. Understanding entrepreneurship nature 1-4. Familiarity with the values of entrepreneurship 1-5. Awareness of one's talents 1-6. Fostering creativity 1-7. Critical understanding of job structures and processes 1-8. Familiarity with the concepts of occupational justice Sustainable development
2- Attitude	2-1. Internalization of entrepreneurial behavior 2-2. Cultivation of entrepreneurial attitude 2-3. Internalization of individual competencies related to entrepreneurship 2-4. Changes in the pattern of epistemology towards job 2-5. Change in attitude towards job 2-6. Change of workers' mentality 2-7. Encouraging students to participate in entrepreneurial activities 2-8. Strengthening positive attitude and flexibility to change 2-9. Creating productive thinking 2-10. Cultivating imagination, generating ideas
3- Skills	3-1. Entrepreneurial skills, innovation skills 3-2. Collaborative skills 3-3. Situation analysis skills 3-4. Self-determination skills in relation to future career 3-5. Individual abilities, participation skills 3-6. Peer communication skills, teamwork skills 3-7. Communication skills 3-8. Development of logical and appropriate thinking 3-9. Conscious choices 3-10. Thinking responsibly towards oneself and others 3-11. Occupational decision making 3-12. Multilateral participation 3-13. Understanding innovative ideas 3-14. Critical skills, brainstorming skills 3-15. Evaluation skills 3-16. Using the experiences of others 3-17. Critical conversation about a job 3-18. Exploration 3-19. Collective thinking skills 3-20. Search skills 3-21. Questioning skills and spirit in the work environment 3-22. Problem solving skills 3-23. Self-assessment skills 3-24. Self-control skills 3-25. Job functional skills 3-26. Work cognitive skills 3-27. Predicting skills 3-28. Analytical thinking skills 3-29. Decision-making skills 3-30. Thinking about thinking

2. Content: Content is the second element of the curriculum; something that students should be able to recognize, understand, and apply as a result of attending a course during the school year. Content can be compiled from a variety of sources in a region or province; for example, learning standards, basic assessment objectives, class-level expectations, or learning outcomes. In addition, teachers' knowledge can be the source of content decisions. There is no substitute for a teacher's planning skills. In most cases, standard documents determine the concepts that a student must learn or be able to do in a classroom. The quality of these documents is highly commensurate with the type of content knowledge, and the value of this knowledge is determined by the people involved in standard planning. Standard documents generally help teachers pay attention to long-standing ideas in the field. High quality standards define the concepts, principles and skills required to ensure the effectiveness and accuracy of a particular discipline. When content instructional guides are

provided for teachers, it is critical for the teacher to know its comprehensiveness, coherence, accuracy and appropriateness whether they are taken from standard documents, lists of objectives and criteria or textbooks, or a combination of sources. If some of these features do not exist, it is the teacher's responsibility to provide the missing elements to improve students' learning. Because teachers use content to gain a clear understanding of what students are supposed to learn as a result of attending a class, unit, or course; there is no doubt that content is the most important of all the basic elements of a curriculum. A curriculum without transparent content quickly fades into a set of discrete activities and is unlikely to be able to create and support meaningful learning. Effective content, on the other hand, illustrates the learning sequence and nurtures students' levels of understanding, cognition, and skills (Tom Linson et al., 2010). According to the findings of the present study, the following features can be considered for the content of entrepreneurship education for child laborers.

Table 3: Content of entrepreneurship education curriculum for child laborers

Suggested Content of Entrepreneurship Education Curriculum		
Content	1- Should teach:	1-1. Responsibility 1-2. Aesthetics of entrepreneurship 1-3. Work concept 1-4. Sustainable employment 1-5. False economic activities 1-6. Social employment 1-7. Innovative employment 1-8. Job harmony 1-9. Responsible revenue generation 1-10. Productivity 1-11. Technological employment 1-12. Participatory employment 1-13. Value-creating activities
	2- Should have:	2-1. Stories with entrepreneurial concepts that foster an entrepreneurial attitude in child laborers.
	3- Should:	3-1. Consider the current situation of the child laborers, bring objective results for child laborers 3-2. Avoid presenting abstract issues related to entrepreneurship 3-3. Emphasize the concept of partnership

3. Teaching-learning methods: This element refers to the role of the teacher, strategies and measures that they undertake in order to improve the teaching-learning process. Teachers, as a medium, can play a variety of roles and use teacher-centered teaching methods or active and student-centered methods. Asking students, providing information, strengthening students' answers and guiding and directing their activities in the teaching-learning process and facilitating the learning process are among the teacher's roles in the teaching-learning process (Hajiatbar Firoozjahi, 2013). Teaching is one of the key elements of the curriculum. If we consider curriculum development in three forms: intended, implemented and acquired; the teaching-learning process, the role of the teacher, the way they teach and how it is acquired by learners, are the most important influential factors. Each of the various teaching-learning methods is suitable for a particular situation, person, and topic. Teachers should consider the educational needs, subject matter, characteristics of learners, educational content, educational tools and media and available facilities, class atmosphere, number of learners, time available to the class, rules and regulations of the educational system, place that teachers and students

live and dozens of other issues to choose the most appropriate teaching strategy. Of course, it should be noted that the choice of a teaching model will depend on the teacher's awareness of the philosophy of education and their attitude. The right choice and how to use teaching methods in different situations determine the effectiveness of teaching. If the chosen method does not correspond to the educational goals, learners' abilities and the content of the lesson, or if the teacher does not have the necessary skills to use that method or has not laid the ground for implementing that method, the teaching-learning process cannot be as effective and the quality of teaching will not be as appropriate as expected (Maleki, 2005; Shabani, 2007; Anousheh, 2008). Choosing the right teaching-learning strategies will facilitate learning. Therefore, special attention should be paid to the selection of teaching-learning strategies because this element is related to the amount and method of content acquisition (Fathiwajargah, 2014). According to child laborer education experts, teaching methods that involve all their senses are suitable for this group of children. Accordingly, the teaching methods that can be used in entrepreneurship education for child laborers are presented in Table 4.

پښتونستان د علوم انساني و مطالعاتو فرېښتې
پرتال جامع علوم انساني

Table 4: Methods of teaching entrepreneurship education to child laborers

Suggested Teaching Methods	
1- Interaction-based methods for developing and practicing interactive skills (verbal and non-verbal),	1-1. Question and answer method 1-2. Role-playing (familiarity and practice of socialization and acceptance of democratic relations) 1-3. Group discussion 1-4. Participatory learning (paying attention to goals group and cultivating responsibility) 1-5. Innovation (discovering new ways of thinking).
2- Problem-based teaching methods to strengthen and nurture thinking and decision-making power	2-1. Scientific method 2-2. Exploratory method 2-3. Subject-oriented method 2-4. Project-oriented method 2-5. Experience-oriented method
3- Other methods	3-1. Types of game-based methods 3-2. Storytelling methods (telling stories about creativity, risk-taking, acting differently and other entrepreneurial traits) 3-3. Mutual respect 3-4. Learning activities based on fostering creativity and innovation 3-5. Learning in small groups 3-6. Assisting students in building entrepreneurial knowledge 3-7. Playing entrepreneurial role in teaching 3-8. Stimulating individuality and reliability 3-9. Having a supportive approach to procedures 3-10. Handicrafts methods 3-11. Brainstorming

4. Evaluation: Entrepreneurship education to child laborers should be evaluated both qualitatively and formatively. Children should be actively involved in discussions and practical entrepreneurship education classes. It is the teacher's duty to determine the appropriate method of evaluation, because they should select the evaluation method according to the individual differences of the students. In addition to using the self-assessment method, educators and teachers can evaluate the effectiveness of this program through

oral questions as well as the preparation of questionnaires based on collective thinking, children's critical questions, and their reasoning. The main purpose of a qualitative evaluation of a set of educational activities is to modify, improve and revise the activities, strengthen the sense of innovation, strengthen thinking and practical skills and encourage student for higher level of education. Ongoing evaluation should be done continuously by observing children's behavior and their responses during various activities.

Table 5: Evaluation methods of entrepreneurship education for child laborers

Suggested Evaluation Methods	
1- Process-oriented methods	1-1. Report recording 1-2. Checklist 1-3. Teacher observation 1-4. Parent consultation
2- Descriptive assessment:	2-1. Oral assessment 2-2. Self-assessment 2-3. Peer assessment
3- Practical evaluation	3-1. Individual and group projects 3-2. Portfolio

Discussion and conclusion

The results of the present study indicated that the elements of the entrepreneurship curriculum for child laborers can be explained through following five factors: causal factors, interferences, underlying factors, strategies and consequences. These factors with their subcategories can play an important role in facilitating or inhibiting entrepreneurship education for child laborers. As mentioned in this part of the research, knowledge-based economics places a special importance on entrepreneurship education. In order for people to understand their role in the economy and society as a whole; they need to learn about entrepreneurship as well as about themselves, and this is the first step in discovering this importance (Luczkiw, 2008). The most important issue regarding entrepreneurship education is that learning and education should be based on the development of skills for modern knowledge-based economy. Today, traditional businesses have lost their status and the need for entrepreneurship has become a necessity in all areas. For example, Sharafi et al. (2011) believe that entrepreneurship is currently a global necessity in all areas of business. A dynamic view towards work was another finding in this research. Modern business does not consider desk jobs as superior jobs, but any job that adds value to society is doubly important, which has led to the consideration of skills that are maximally adaptable to such dynamic conditions (Paco and Palinhas, 2011). Knowledge sharing is also another important

and influential factor for entrepreneurship education. In this regard, Kazemi et al. (2016) believe that knowledge sharing leads to the development of attitudes and changes in entrepreneurial behavior. Deterioration of knowledge is also one of the important factors in the field of entrepreneurship education for child laborers. In line with the results of this part of the research, Mc Cushion (2010) believes that today's world needs people with entrepreneurial skills at individual, organizational and social levels to enable them to manage the challenges of their precarious lives and to adapt to the complex world of work. Becker et al. (2015) in line with the results of the present study on quick job access believe that having children and adolescents with different skills will provide them with quick access to jobs in the future.

The second influential category in the field of entrepreneurship education for child laborers is the underlying conditions, which includes issues such as networking, intertwined intellectual capital, intertwined knowledge, and synergy. In line with the results of the present research, Masalouiba (2012) considers the purpose of entrepreneurship education, especially at the school level, to create capabilities such as teamwork, case management, communication and networking and problem solving. Furthermore, the results of the present study showed that entrepreneurship should be viewed as intertwined knowledge and intellectual capital. This means that entrepreneurship education

should show the complexity of the rules of science and of the people so as to meet diverse needs of people (Luczkiw, 2008). In line with the results of the present study, Becker et al. (2015) consider the two main components of entrepreneurship education as the ability to create networks and the ability to establish communication and synergy.

The third influential category in the field of entrepreneurship education for child laborers is the interfering factors, which include items such as acceptance of entrepreneurship, conspiracy theories, inappropriate political interference, crooked view towards entrepreneurship, and prejudice against entrepreneurship of child laborers. The issue of accepting or not accepting entrepreneurship plays an important role in entrepreneurship education. Acceptance is one of the important items in entrepreneurship education for child laborers. Research suggests that the way officials deal with entrepreneurship determines the level of education in the educational system (Lindsay et al., 2007; and Axelson et al., 2015). Conspiracy and crookedness are among the most influential factors in entrepreneurship education. In line with the above, Asterberg et al. (2010) believe that in traditional societies, a skeptical, vague, and fanatical view of entrepreneurship makes it difficult for all members of society, including children, to cultivate it. Entrepreneurship education requires job deconstruction and this issue has doubled the resistance in this field. Politicization of entrepreneurship education was another important issue mentioned in the present study. In line with these results, Olagbla (2017) believes that governments with misplanning and politicization in entrepreneurship lead to the sterilization of relevant programs in the target community, an issue that in the present study is classified as misplaced interference in child laborers' entrepreneurship education.

The fourth influential category in the field of entrepreneurship education for child laborers is strategies, which include items such as dynamic education, interdisciplinary education, school

education, thematic education, and one-dimensional education. Dynamic education is one of the important issues related to entrepreneurship education mentioned in this part of the research. In this regard, Bourgeois (2012) believes that the basis of entrepreneurship education is creativity and innovation in educational methods. Costa et al. (2018) in line with the results of the present study believe that entrepreneurship education is inherently a multidimensional education based on economics, sociology, psychology, culture, etc. and regardless of these dimensions, this type of education will not yield useful results. The above facts in the present study were classified under the category of interdisciplinary nature of entrepreneurship education. Another important result of this part of the research was the use of school and one-dimensional methods in entrepreneurship education. Undoubtedly, such methods are a huge barrier to entrepreneurship education. In this regard, Wellman (2014) believes that entrepreneurship education requires effective and multifaceted training methods.

The fifth influential category in the field of entrepreneurship education for child laborers is the consequences, which include the promotion of entrepreneurial thinking and attitude, the conceptualizing of entrepreneurial thinking, productive thinking, multidimensional thinking, participation of child laborers, poverty reduction, and reduction of delinquency. Research in this field suggests that entrepreneurship education for child laborers can make them strong, creative, productive and top problem solvers at different stages of life and improve their quality of life (Gastin, 2011). The results of research indicate that entrepreneurship education will lead to mental and personal orientation towards self-employment, entrepreneurship and participation in value-creating activities (Berger and Mahada, 2005; Payai and Bagheri, 2010). Researchers have also offered many solutions to reduce crime in children, and entrepreneurship education in schools is undoubtedly one of the effective strategies in this

regard (Karatko, 2005). Furthermore, Kwati and Watkins (2016) believe that if children are exposed to accepting entrepreneurial concepts in early childhood, the odds of accepting these concepts and their application and conceptualization will increase in the future. The next important point is the development of multidimensional thinking, which is one of the consequences of entrepreneurship education for child laborers. Entrepreneurship education encourages learners to look at the problem in different ways; rather than insisting that there is only one solution to the problem (Solomon, 2008).

In general, the special living conditions in big cities are the basis for the growth of the phenomenon of child laborers. Despite the formation of governmental and non-governmental organizations and civic activities to promote the lives of child laborers and increase public awareness about their difficult living conditions, we are still witnessing a significant increase in the population of this group. Economic challenges and the growth of family tensions in big cities are leading to the growth of this serious phenomenon in metropolitan areas. Furthermore, metropolitan living environment, due to the accumulation of social harms, makes living conditions more difficult for these children. Since child laborers need employment, certain skills and competencies to provide a lawful livelihood, teaching entrepreneurship skills, creating and correcting attitudes and motivating them is one of the necessary and effective strategies in improving their living and social conditions. It appears that paying attention to entrepreneurship education for child laborers is a basic need. Given the problems and challenges of the current era, explaining the requirements and factors involved in entrepreneurship education to child laborers is an undeniable necessity. Recognition of these requirements by those involved in educating these children provides the necessary ability to design an appropriate model of entrepreneurship education for child laborers. In the present study, a critical

look was made to explain and analyze the characteristics and requirements appropriate to such a model.

The results of this study help curriculum developers, specialists and trustees of child laborers' education, organizers of entrepreneurship training courses for these children, in compiling content and using appropriate teaching-learning methods. Provide and implement an entrepreneurship curriculum designed specifically for child laborers, developed according to the needs, conditions and characteristics of these people; paves the way for effective education in the target community and creates entrepreneurial motivation and attitude, as well as improving their level of entrepreneurial skills. This type of education will eventually lead to the financial independence of this vulnerable group and their alignment with the constructive forces of society. Empowering these children as a result of appropriate education prevents coercive behaviors and does not lead children to false jobs and their issues while providing the opportunity to positively affect non-governmental organizations. We hope that special and purposeful education will prevent irreparable harm to the personal, social and economic future of child laborers, and promote their comprehensive health, especially their social health.

Suggestions

Entrepreneurship education includes activities aimed at strengthening entrepreneurial attitudes and skills, however, working students study along with other students at regular schools in addition to the few special associations and schools that provide education child laborers; therefore, the following suggestions can help improve their education and skills training.

- 1- Paying attention to economic dynamism in entrepreneurship-related education for child laborers

- 2- Developing dynamic and interdisciplinary teaching methods in entrepreneurship education for child laborers

3- Paying attention to the special family, social and personality conditions of child laborers and including them in the policies and plans of the public education system.

4- Avoiding politicization in formulating entrepreneurship educational programs for child laborers

5- Forming learning communities and creating multiple learning networks and knowledge sharing to teach entrepreneurship to child laborers

6- Developing an entrepreneurship curriculum based on interdisciplinary and multidisciplinary principles for effectiveness of such programs

7- Introducing the phenomenon of child laborers and entrepreneurship education for this group of children to teachers.

Research Limitations

1- The subject matter of the present study, entrepreneurship education for child laborers, is a novel topic, and few studies were available in this regard.

2- Due to the COVID-19 pandemic, the researcher faced many limitations for accessing the samples and coordinating for the interview.

We sincerely thank all those who helped us conduct this research.

Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

Sponsorship

The present study was funded by the authors of the article.

Conflict of interest

According to the authors of the present article, there was no conflict of interest.

This article has not been previously published in any journal, whether domestic or foreign, and has been sent to the School Administration Quarterly for review and publication only.

References

- Abdullah, Hamed, Rostami, Vali. (2015). The Performance of the Governments of the Islamic Republic of Iran and the Federal Republic of Germany in Supporting the Family, *Journal of Public Law Thoughts*, Spring and Summer 1995-9, Imam Khomeini Educational and Research Institute, Qom.
- Abedi, Heidar Ali. (2006). Qualitative Research, *Quarterly Journal of the Seminary and the University*, 47 (12): 79-62
- Adib Haj Bagheri, Mohsen; Parvizi, Sarvar and Salsali, Mahvash. (2010). Qualitative research methods. Tehran: Bashari in collaboration with the Tohfeh.
- Anousheh, Elham. (2008). Philosophy for children; A step towards the connection of philosophy with society, *Quarterly Journal of Child Thought*, 1 (1).
- Axelsson, K., Hagglund, S., & Sandberg, A. (2015). Entrepreneurial Learning in Education Preschool as a Take-Off for the Entrepreneurial Self, *Journal of Education and Training*, 2(20, 40-58.
- Bakar, R., Islam, Md., & Lee, J. (2015). Entrepreneurship Education: Experiences in Selected Countries. *International Education Studies* 8 (1), 88.
- Bisanz, A., Hueber, S., Lindner, J., & Jambor, E. (2019). Social Entrepreneurship Education in Primary School: Empowering Each Child with the YouthStart Entrepreneurial Challenges Programme. *Discourse and Communication for Sustainable Education*, vol.10, no.2, 2019, pp.142-156.
- Bourgeois, A. (2012). Entrepreneurship Education at School in Europe. National Strategies, Curricula and Learning Outcomes. Published by the Education, Audiovisual and Culture Executive Agency.

- Burger, L., O'Neill, C., & Mahadea, D. (2005). The Impact of Previous Knowledge and Experience on the Entrepreneurial Attitudes of Grade 12 learners, *South African journal of Education*, 25(2), 89- 94
- Ebadi, Shirin. (2009). Declaration of the Rights of the Child 1959, United Nations, Child Rights, Tehran.
- Fathi Vajargah, Kouros. (2014). Basic Principles and Concepts of Curriculum Planning, Tehran: Alam Ostadan Publications.
- Fazalifar, Zeinab. (2017). Design and validation of entrepreneurship education curriculum in elementary school teacher training in Iran based on comparative approach, doctoral dissertation, curriculum planning, Tarbiat Dabir Shahid Rajaei University, Tehran.
- Flick, Ove. (2014). An Introduction to Qualitative Research, translated by Hadi Jalili. Tehran: Ney Publishing / Seventh Edition.
- Ghorchian, Nader Gholi and Mahmoudi, Amir Hossein. (2004). Compilation of performance standards of educational managers in middle school and presenting an appropriate model, *Scientific Quarterly of Educational Innovations*, Volume 3, 2, Summer 2004, pp. 107-132.
- Haji Tabar, Firoozjani, Hossein. (2013). Hidden Curriculum, Tehran: Sima Publishing.
- Hardie, B., Highfield C., & Lee, K. (2022). Attitudes and values of teachers and leaders towards entrepreneurship education. Received 26 Mar 2021, Accepted 22 Dec 2021, Published online: 24 Jan 2022.
- Hosseini, Seyed Hassan. (2005). The Situation of labor and Streets Children in Iran, *Social Welfare Research Quarterly*, Year 5, Issue 19. University of Social Welfare and Rehabilitation Sciences, Tehran.
- Jenssen, Eirik S., & Haara, Frode Olav. (2019). Teaching for Entrepreneurial Learning, *Universal Journal of Educational Research* 7(8): 1744-1755, 2019 <http://www.hrpub.org>
- Kargzar, Masoumeh. (2012). Content analysis of textbooks with the approach of educational needs of child laborers, master's thesis, curriculum planning, Faculty of Educational Sciences and Psychology, Al-Zahra University, Tehran.
- Lindner, J. (2019). Entrepreneurial Spirit for the Whole School: Ways to become an e.e.si-Entrepreneurship School. *Discourse and Communication for Sustainable Education*, vol. 10, no. 2, pp. 5:12.
- Lindsay, W., Lindsay, N., & Jordaan, A. (2007). Investigating the Values: Entrepreneurial Attitude: Opportunity Recognition Relationship in Nascent Entrepreneurs. *Regional Frontiers of Entrepreneurship Research* (4th: 2007: Brisbane, Australia). Swinburne UT.
- Maleki, Hassan. (2005). Curriculum development (Practice Guide), Second Edition, Mashhad; Message of Thought.
- Mehr Mohammadi, Mahmoud. (2010). Curriculum: Perspectives, Approaches and Perspectives, Mashhad: Astan Quds Razavi Publications.
- Mohammad Kazemi, Reza; Ahmadi, Aida and Shahmoradi, Goodarz. (2015). Appropriate methods of entrepreneurship education, education through healthy recreation and distance education, Tehran: Borhan School Cultural Institute (Madrassa Publications).
- Paço, A. D., & Palinhas, M. J. (2011). Teaching Entrepreneurship to Children: a Case Study. *Journal of Vocational Education and Training*, 63(4), 593-608.
- Pihie, Z., A. L., & Bagheri, A. (2010). Entrepreneurial Attitude and Entrepreneurial Efficacy of Technical Secondary School Students. *Journal of Vocational Education and Training*, 62(3), 351- 366.
- Sadeghi, Rasool. (2013). Changes in the age structure and the emergence of the demographic window in Iran: Economic implications and policy requirements, *Strategic Studies of Women (Women's Book)*, Spring 91, Volume 14, Number 55.
- Shabani, Hassan. (2007). Educational Skills (Teaching Techniques Methods), Tehran: Samat.
- Sharafi, Mohammad; Moghadam, Mina and Mazboohi, Saeed. (2011). Entrepreneurship Education Curriculum: Objective, Content, Teaching Method and Evaluation Method, Initiative and Creativity in Humanities, 1, (3), 33-52. Young and Elite Researchers Club of Islamic Azad University

Soleimani, Mahdieh and Hajiani, Ebrahim. (2013). Presenting a favorable management model for organizing child laborers (Case study: Tehran), Journal of Cultural Management, 7th year, No. 22, Islamic Azad University, Research Sciences Branch.

Sommarström, K., Oikkonen, E., & Pihkala, T. (2020). Entrepreneurship education – paradoxes in school–company interaction, Education + Training, Vol. 62 No. 7/8, pp. 933-945.

Strauss, Anselm, and Corbin, Juliet. (1390). Principles of Qualitative Research Methodology: Grounded Theory, Procedures and Methods. Translator: Mohammadi, Buick, Tehran: Institute of Humanities and Cultural Studies.



Introducing the authors:

Author 1: Farnoush Kavehpisheh

Email: f.kavehpisheh@gmail.com

Ph.D. candidate/ educational sciences/ curriculum planning at Shahid Beheshti University/ entry in October 2016

Master's Degree: Curriculum Planning 2008-2011 / Islamic Azad University - South Tehran Branch

Bachelor's degree: Microbiology 1988-1991/ Isfahan University



Author 2: Prof. Kouros Fathi Vajargah (Ph.D)

Website: <http://en.kourosfathi.com/>

Email: Kourosfathi2@gmail.com

k-fathi@cc.sbu.ac.ir

Professor of Curriculum Studies, Department of Education, Shahid Beheshti University (National University of Iran)



Author 3: Mahboobeh Arefi (Ph.D)

Email: m-arefi@sbu.ac.ir

Associate Professor

Faculty of Psychology and Educational Sciences, Shahid Beheshti University

PhD: Tarbiat Modares University, Curriculum Planning, 1987 → 1998

Master's degree: Isfahan University, educational sciences, management and educational planning, 1987 → 1990

Bachelor's degree: Isfahan University, educational sciences, management and educational planning, 1983 → 1987



Author 4: Mohammad Hassan Mubarakhi (Ph.D)

Email: mhmobaraki@ut.ac.ir

Associate Professor, Faculty of Entrepreneurship, University of Tehran

Ph.D., 2002, behavioral management, teacher education

Master's degree, 1995, public administration, Tehran

BA, 1989, Economics, Shahid Beheshti

Organizational entrepreneurship

